



Call For Submissions: 2015 Special Issue

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Spaces of participation and democratic engagement: The public life of higher education reconsidered

Partnerships is a multi-disciplinary, open access peer reviewed journal, exploring "effective partnerships between students, faculty, community agencies, administrators, disciplines" in higher education.

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The field of community engagement has been defined by a general belief that civic and public work of the academy should advance partnerships that are reciprocal, mutually beneficial, and reflect an exchange of knowledge and resources (Carnegie). A general commitment to the community engagement framework, announced by the Carnegie classification system, has led to the successful integration and institutionalization of core community engagement principles across many spaces of higher education. However, as the field of community engagement has matured scholars and practitioners have applied the principles of engagement to a broad range of to civic and community-based public work. The different underlying purposes and expectations associated with these applications range from a concern for social justice to a desire to strengthen the practice of democracy to projects that address pressing social, environmental and economic issues in the broader community.

As community engagement practice continues to evolve, it is challenging our earlier assumptions about who should participate in the work and also what kinds of collaboration and interpretations of engagement are most appropriate for particular situations, problems, and spaces of involvement (Boyte & Evans, 1992). The assumed spaces in which the principles of community engagement are being applied are also beginning to shift. Some are applying the principles of community engagement to pursue social justice goals. The principles of community engagement have also been leveraged to guide diversity, access, and retention and successful degree completion initiatives. Our field is even beginning to see development officers apply the principles of community engagement to fundraising campaigns. Economic

development programs designed by colleges and universities, have also adopted the principles of community engagement as a guiding paradigm. The growing range of assumptions that inform who participates in this work and how the principles of engagement are applied to the purposes and expected outcomes of various engagement efforts are beginning to raise a series of questions about who gets to participate in, define, and evaluate community-engaged work.

The growing acceptance and expanding application of community engagement principles is leading to the emergence of a wider range of civic, democratic, community, and public engagement paradigms. These emerging paradigms are being produced by a multitude of voices expressing, defining, and applying the principles of community engagement to their work. The way emerging community engagement paradigms are expressed, in practice, can define important professional boundaries but, also can construct arbitrary lines of demarcation that are ultimately unhelpful in supporting a robust public life. The goal of this issue is to explore emerging paradigms of community engagement and subsequent contested applications of community engagement practice. We are specifically interested in research articles, essays, and empirical studies that address the emerging boundaries and paradigms that are being produced by applying the principles of community engagement to different types of civic and public work. Papers that consider ways to expand participation from the widest range of campus and community participants will receive extra attention. This issue should help our field define useful parameters that delineate forms of community engagement practice and address unhelpful barriers that do not serve a meaningful purpose.

The following series of questions frame the type of research topics that have both theoretical and practical significance:

1. How are the principles of community engagement being applied to problems and opportunities within the social, political, environmental, and economic sphere?
2. How are the principles of community engagement being evaluated, assessed, and measured in emerging spaces of engagement? (e.g. economic development, technology transfer, fundraising and development, diversity and access initiatives, etc.)
3. How can public scholarship and community-engaged scholarship be approached in ways that broaden the participation of all parts of the community in posing questions, conducting the research, interpreting the results and working out ways to apply the knowledge gained to understand and respond to community problems and opportunities?
4. How can public scholarship and community-engaged scholarship be designed to help student, community partners, and other stakeholders learn the basic skills and democratic habits that will allow them to redefine systems, organizations and institutions to align with principles of democracy in all aspects of life in the community?

What lessons can we learn from promising and successful models of campus-community collaboration that have broadened participation in the work?

5. What kind of support systems are proving to be most effective in assisting faculty (contingent, tenure-track, and other), community partners, and students in designing and implementing various forms of community-engaged work?
6. How can we best include a broader spectrum of members of the community in participating in both community-engaged scholarship and in high impact teaching and learning practices that address community needs? How can we best include a broader spectrum of members of the community in assessing the quality of both community-engaged scholarship and community-based learning experiences? What lessons can be drawn from current models of assessment of student, faculty, and community partner work?

Questions about this special addition and abstracts should be sent to brandon.kliewer@gmail.com by March 15, 2013.

Submission Guidelines:

All work submitted should be original material not under review or publication elsewhere. Recommended final manuscript length is 8-13 single spaced pages, excluding abstract, references, and appendices. Students and community members are encouraged to contribute as co-authors, with faculty or administrators assuming lead authorship.

For more information about Partnerships and about the length, style, formats, and formatting of articles see <http://www.partnershipsjournal.org>.

Guest Editors:

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References

Boyte, H. & Evans, S. (1992). *Free spaces: The sources of democratic change in America*. Chicago, IL: University of Chicago.

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